

An Invitation to Join Kentucky in iTunes U



Introduction

We are at the beginning of an exciting initiative connecting students, parents, educators, and communities across Kentucky and around the world! Audio files, video files, enhanced podcasts, PDF's, and ePub (electronic publications) that support education are being freely distributed to Kentucky through iTunes U. Kentucky on iTunes U is a cooperative project with the University of Kentucky's College of Education, the Kentucky Education Television (KET), and the Kentucky Department of Education, along with Apple, Inc., school districts, government agencies and their affiliates that provide access to quality digital content resources. To review how colleges and universities are using iTunes U, visit: <http://www.apple.com/education/itunes-u/>

This project is early in development and processes and procedures are being organized as we move forward. This site will continue to grow after its initial launch to keep content fresh and to highlight important state initiatives.

We are contacting you to consider becoming a Kentucky on iTunes U content partner. As a content partner, your organization's current audio, video, PDF, or ePub resources will be hosted on the Kentucky on iTunes U site in addition to any current website locations which can be linked in iTunes U. The educational resources included in this project must be high quality and engaging for students, teachers, administrators, parents, and community members. Professional Development resources for educators must follow high quality training practices. See page ___ in this document for a resource self-evaluation rubric.

Participation Guidelines

Participants must agree to follow the guidelines identified below for their organization's resources to be considered.

iTunes U Support Materials

Review the following documents to learn about collection requirements, best practices, and copyright practices. * Note that you/your organization retains the copyright as creators of original content. Apple (& Kentucky iTunes U) reserves the right to “use, reproduce, modify the format and display of Content (not the substance of any content), distribute, transmit, perform and display content on the iTunes U site and Public Content on the iTunes Store. . . for the purposes consistent with this Agreement.” (Ref: iTunes U Content/Services Agreement-Public Content Provider, License Grant, 2.1 Content)

- [iTunes U Copyright Overview](#) (This document provides a general overview of some issues under U.S. copyright law, including public domain, fair use, the TEACH Act, and copyright licensing.)
- [iTunes U Supported Formats](#) (This document will provide a quick reference guide for the supported formats for content in iTunes)
- [Creating Content for iPods, iPads, and iPhones + iTunes](#) (This document will provide guidance on the best media formats while creating content)

A Close Up on Resource Formats

Apple, Inc. recommend using the following formats for your iTunes U audio and video content:

- Audio Files (AAC, MP3) with appropriate file extensions (.m4a, and .mp3). For best results during playback, Apple, Inc. recommends converting MP3 files greater than 32 megabytes (MB) to AAC format.
- Video files (MPEG-4 with H.264 compression) with appropriate file extensions (.mp4, .m4v, .mov). For best results with iPod, Apple, Inc. recommends using MPEG-4 with H.264 compression. For best results, data rate up to 1.5 Mbps, Video size equaling 640 X 480 pixels, a frame rate of 30 frames per second, and a key frame every 24 frames.
- Collections that are uploaded to Apple servers have a size limitation of 1 GB; recommended window size for iPod is 640 x 480.
- Portable Document Format (PDF) and Electronic Publication (ePub) standard files may also be distributed on iTunes U.

How will resources be posted, linked, and tagged?

Content providers will use the Public Site Manager to add metadata to their files according to Kentucky iTunes U metadata standards. See details below in this document for more information.

Participation checklist

- ☐ Read the Participation Guidelines and referenced documents above.
- ☐ Identify if you have current multimedia, PDF, or ePub resources to be distributed on Kentucky iTunes U.

- ▣ Use the Resource Evaluation Rubric (provided in this document) to score and evaluate the quality and readiness of your resources.
- ▣ Complete the metadata information sheets provided for the overall collection and item (provided in this document).
- ▣ Work through the Content Partner Planning Form (page 7) if you are interested in participating in this initiative. Email iTunesU@education.ky.gov for additional help.
- ▣ Have iTunes U Content Provider Policy MOU signed by your organizational leadership for inclusion in the project. Scan and email the MOU to iTunesU@education.ky.gov.
- ▣ Contact the iTunes U project team iTunesU@education.ky.gov if you have questions or suggestions for project guidance materials.

Resource Evaluation for Kentucky iTunes U

| Audiovisuals (e.g., podcasts, videos, presentations) | | | |
|--|---|--|---|
| | <i>Ready to Post</i> | <i>Needs Work</i> | <i>Refocus</i> |
| CONTENT | | | |
| Statewide relevance | The resource has statewide applicability or interest. The resource may include material about a locality, but also has appeal to teachers and students across Kentucky | With some additional contest, the resource may be useful to students and teachers across the state. | The resource contains information that is specific to one school or district. The information cannot be applied outside of the context in which it was created. |
| Main theme(s) focus | The resource states its main focus and fulfills that focus in a succinct and well-organized manner. | The resource states and fulfills its main focus but does not remain on topic. | The resource either does not state a main focus or states the main focus but does not fulfill it. |
| Accuracy and support | Information is accurate, important and/or relevant information is imported, experts and examples are referenced when appropriate, and any potential bias is identified. | Only one of the following is true: Inaccurate information is included, important/relevant information is missing, no appropriate examples and/or experts are referenced, or potential bias is not stated. | More than one of the following is true: Inaccurate information is included, important/relevant information is missing, no appropriate examples and/or experts are referenced, or bias is not stated. |
| Presentation | Length and pace of presentation is appropriate to the audience; narration is clear, well rehearsed, and varied to hold attention; and any audio and video elements are balanced and appropriate. | Only one of the following is true: Length and pace of presentation are inappropriate for the audience, narration is difficult to understand and/or dull, or audio and video elements distract from the main theme. | More than one of the following is true: Length and pace of presentation are inappropriate for the audience, narration is difficult to understand and/or dull, or audio and video elements distract from the main theme. |
| Conventions | No syntax or grammatical errors are evident. | There is evidence of a few grammatical errors. | Numerous grammatical errors are evident. |
| Citations | The producer(s) and other key individuals responsible for this work are identified along with date of creation and all media/information used as part of this work is original or the copyright owner has granted permission for its use and proper citations are used. | Sources are not identified, dating elements are missing, or at least one source has been used without copyright permission. | Numerous problems are evident (e.g., sources are not identified, dating elements are missing and/or source has been used without copyright permission.) |

| Audiovisuals (e.g., podcasts, videos, presentations) | | | |
|---|---|--|---|
| | <i>Ready to Post</i> | <i>Needs Work</i> | <i>Refocus</i> |
| TECHNICAL | | | |
| Audio | Background noise, if evident, is not distracting and sound effects are appropriate; volume of voice and music are balanced so each can be easily heard; and volume is consistent. | One or two audio characteristics are not appropriate, balanced, and/or consistent, distracting at times from the content. | Numerous audio characteristics generally are not appropriate, balanced, and/or consistent. |
| Video (if applicable) | The video is clear and consistent, transitions are smooth, and lighting is consistent. | The video has one or two small inconsistencies that distract from the content. | The video is generally poor and /or inconsistent. |
| Metadata | Metadata meet all requirements as specified in this document. | Metadata are included but incomplete. | No Metadata are included. |
| Accessibility | The resource ensures accessibility for all users (e.g., open or closed captioning, or content transcript, or upon request) | The resource ensures accessibility for most but not all users. | No provision for accessibility has been made. |
| File format and size | The resource is produced in one of the recommended file formats (AAC or MP3 for audio files or MPEG-4 with H.264 compression for video files) and does not exceed 1 GB in size. | Only one of the following is true: The resource is not in one of the recommended formats (AAC or MP3 for audio files or MPEG-4 with H.264 compression for video files) or it exceeds the size limit of 1 GB. | The resource is not in one of the recommended formats (AAC or MP3 for audio files or MPEG-4 with H.264 compression for video files) and it exceeds the limit of 1 GB. |

| PDF and ePub (text documents) | | | |
|-------------------------------|--|---|---|
| | <i>Ready to Post</i> | <i>Needs Work</i> | <i>Refocus</i> |
| CONTENT | | | |
| Main theme(s) focus | The document focuses on a stated purpose. | The document varies in focus between the main stated purposes and other tangential goals. | The document does not have a stated purpose and/or does not fill a particular purpose. |
| Accuracy and support | The information is accurate; important and/or relevant information is imparted; experts and examples are referenced when appropriate; and any potential bias is identified. | Only one of the following is true: Inaccurate information is included; important/relevant information is missing; no appropriate examples and/or experts are referenced; or potential bias is not stated. | More than one of the following is true: Inaccurate information is included, important/ relevant information is missing, no appropriate examples and/or experts are referenced, or bias is not stated. |
| Presentation | The document is clear and well written and the layout effectively supports the information being related. | The document is essentially well written but needs minor editing or the layout does not effectively support the information being related. | The document is difficult to understand because of either the writing or an ineffective layout. |
| Conventions | No syntax or grammatical errors are evident | There is evidence of a few grammatical errors. | Numerous grammatical errors are evident. |
| Citations | Creator and creation date are noted; all graphic elements are original or copyright owner has granted permission for their use and they are properly cited; and references are cited and accurate. | Citations are generally addressed, but one or more problems are evident. | Citations are incomplete and/or there is no evidence that copyright permissions, if needed, have been granted. |
| TECHNICAL | | | |
| Printability (PDF) | The PDF prints well on standard-sized paper on standard printer. | The PDF does not print well due to the design of the document or problems with file. | The PDF will not print. |
| Metadata | Metadata meet all requirements as specified in this document | Metadata are included but incomplete. | No metadata are included. |

Kentucky iTunes U Content Partner Planning Form

Please complete this form if you would like to pursue the possibility of adding audio/video resources to Kentucky's iTunes U site. This is not a commitment form. It will be used to help us identify the possibilities and understand if you/ your organization have educational resources available for Phase 1 of this project.

| | |
|---|--|
| Name of Organization: | |
| Street Address: (City, State, Zip) | |
| Organization URL: | |
| Main Contact Name and Title: | |
| Telephone: | |
| Email: | |
| List names of other staff in organization who may be involved: | <ol style="list-style-type: none"> 1. 2. 3. 4. |
| Briefly describe the content of audio/video resources you may have available (subject, topic, etc.): | |
| List URL if audio/video resources are currently posted: | |
| Approximately how many of these resources may be available to link to or upload to the Kentucky iTunesU site? | |
| Any other comments, process items that need to be in place before you/ your organization can make a final decision offering access to your audio/video resources? | |

Email this form to: iTunesU@education.ky.gov

<Collection> Metadata Guidelines

In order to contribute content, the owner must complete the metadata information below. Content cannot be distributed without the following information. It is extremely important to adhere to the Kentucky iTunes U and Apple, Inc., metadata standards. Metadata is important for searching and identifying all content. If it is not labeled appropriately the intended audience may not find the content. Additional Links [Collection Metadata](#) and [Individual Item Metadata](#)

| Fill in the blank | Use this | To | Where iTunes displays the content |
|-------------------|----------------|--|-----------------------------------|
| <hr/> | Title | <p>Specify a descriptive title for the content in the collection. For example, the title of the lecture series, course, or chapter. The title you give a collection can be critical to its success. An intriguing title can make your collection stand out from similar collections offered by other institutions. A clear title instantly communicates its relevance to time-pressed learners. A provocative title can arouse interest in casual passersby. The best collection titles are specific and easy to understand. Titles that are vague or generic are less likely to attract subscribers, no matter how compelling the content. A collection called "Lecture Series" is easy to ignore, while "Lectures from Technology Innovators" is anything but. If the collection is a college course, use the entire name instead of just the course abbreviation. Users are less likely to click "Bio 101" than they are "Bio 101: An Introduction to Biology." Remember that prospective subscribers often see your collection title while scanning. Overly clever titles that don't describe the content are likely to be ignored by users.</p> <p>Keep a close eye on the user interface for iPod and iPhone mobile devices — you'll want to be sure that enough of the title shows when the collection is being played. Put important information at the beginning, because long titles will likely not appear in full.</p> | Collection page and Album column |
| <hr/> | Author | <p>Specify the name of the content creator. For example, Professor John Smith or School of Business.</p> <p>Click "Use channel author as author for all items" to specify you want to use the channel's author for the author of each item in the collection.</p> | Collection page |
| <hr/> | Language | <p>Specify the content's language.</p> <p>Language content is recorded in; accepted values are those in the ISO 639-1 Alpha-2 list (two-letter language codes, some with possible modifiers, such as "en-us")</p> | Collection page |
| <hr/> | Advisory Label | <p>Specify an advisory label for the collection.</p> <p>Choose one of the following to indicate whether or not your content contains explicit material:</p> <ul style="list-style-type: none"> ▪ Unset. Indicates that the collection's explicitness is unknown. iTunes U does not apply an advisory setting to the collection. ▪ Do Not Mark. Indicates that the collection's content is not explicit. iTunes U applies the setting, but does not display an advisory graphic for the collection. Apple recommends that you choose Do Not Mark when a collection is not explicit but should not have the Clean icon advisory graphic because the collection does not contain an alternate version of content from an explicit collection (Mark Explicit). Choose Do Not Mark to implicitly indicate a | Collection page |

| | | | |
|--|-------------|--|---|
| | | <p>collection is clean.</p> <ul style="list-style-type: none"> ▪ Mark Explicit. Indicates that the collection is known to contain explicit content and you want iTunes U to apply an “explicit” setting to the collection. iTunes U applies the setting and displays the Explicit icon advisory graphic for the collection. ▪ Mark Clean. Indicates that the collection is known to be free of explicit content and you want iTunes U to apply a “clean” setting to the collection. iTunes U applies the setting and displays the Clean icon advisory graphic for the collection. Apple recommends that you choose Mark Clean only if the collection contains an alternate version of content from an explicit collection (Mark Explicit). | |
| | Is Complete | Specify whether or not you intend to add additional content to the collection. | Collection page |
| | Subtitle | Specify a short description for the collection, introducing the collection to your users and describing the purpose, content, and so on. iTunes U does not support any HTML in descriptions. | iTunes U library, Description column |
| | Summary | Specify a full, detailed description for the collection. Include a description of what the content is and why a user should download it. iTunes U does not support any HTML in descriptions. | Information window (iTunes U library, Description column, Information button) |
| | Copyright | Specify copyright information for the collection. | N/A |
| | Keyword | Specify 12 words users can use to search for your content. For example, you can specify common title misspellings. | N/A, but users can search using keywords |

<Item> Metadata Guidelines

In order to contribute content, the owner must complete the metadata information below. Content cannot be distributed without the following information. It is extremely important to adhere to the Kentucky iTunes U and Apple, Inc., metadata standards. Metadata is important for searching and identifying all content. If it is not labeled appropriately the intended audience may not find the content. Additional Links [Collection Metadata](#) and [Individual Item Metadata](#)

| Fill in the blank | Use this | To | Where iTunes displays the content |
|-------------------|----------------|---|--|
| <hr/> | Title | Specify a descriptive title for the item. The best item titles include important information about the content, with the most vital words early in the title. For example, consider the following title: “The Trojan War — Myth or Fact: Recent Excavations at Troy.” Keep a close eye on the user interface for iPod and iPhone mobile devices — you’ll want to be sure that enough of the title shows when the collection is being played. Put important information at the beginning, because long titles will likely not appear in full. | Collection page, Name column |
| <hr/> | Author | Specify the name of the content creator. For example, the name of an individual speaker or name of an organization. | Collection page, Artist column |
| <hr/> | Advisory Label | Specify an advisory label for the item. Choose one of the following to indicate whether or not your content contains explicit material: <ul style="list-style-type: none"> ▪ Unset. Indicates that the item’s explicitness is unknown. iTunes U does not apply an advisory setting to the item. ▪ Do Not Mark. Indicates that the item’s content is not explicit. iTunes U applies the setting, but does not display an advisory graphic for the item. Apple recommends that you choose Do Not Mark when an item is not explicit but should not have the Clean icon advisory graphic because the item does not contain an alternate version of content from an explicit item (Mark Explicit). Choose Do Not Mark to implicitly indicate a item is clean. ▪ Mark Explicit. Indicates that the item is known to contain explicit content and you want iTunes U to apply an “explicit” setting to the item. iTunes U applies the setting and displays the Explicit icon advisory graphic for the item. ▪ Mark Clean. Indicates that the item is known to be free of explicit content and you want iTunes U to apply a “clean” setting to the item. iTunes U applies the setting and displays the Clean icon advisory graphic for the item. Apple recommends that you choose Mark Clean only if the item contains an alternate version of content from an explicit item (Mark Explicit). | Collection page, Name column |
| <hr/> | Category | Choose a category and subcategory for the content based on iTunes U fixed categories. | Collection page, Category column and in iTunes U in the iTunes Store browser |
| <hr/> | Subtitle | Specify a short description for the individual item, introducing the content to your users and describing the purpose, content, and so on. | Collection page, Description column |

| | | | |
|-------|---------------|--|--|
| | | iTunes U does not support any HTML in descriptions. | |
| _____ | Summary | Specify a full, detailed description for the individual item. iTunes U does not support any HTML in descriptions. | Information window (Collection page, Description column, Information button) |
| _____ | Keywords | Specify 12 words users can use to search for your content. For example, you can specify common title misspellings. | N/A, but users can search using keywords |
| _____ | Released Date | Specify the date and time when the item was released. For example, now, today, yesterday, or May 28, 2009. | Collection page, Release Date column |